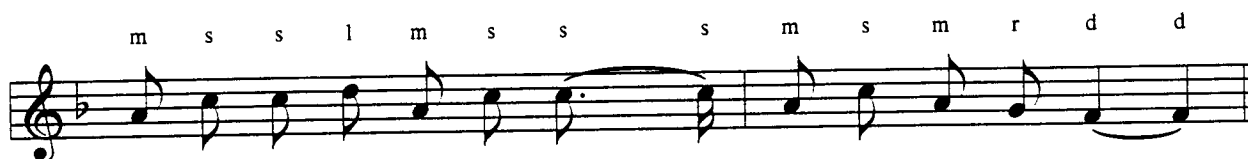


Great Big House



Great big house in New Or - leans, — for - ty sto - ries high. —
 Went down to the old mill house to fetch a pail of water.
 Fare thee well my dar - ling girl, Fare thee well my daugh-ter.



Ev - 'ry room that I've been in, Filled with pump - kin pie. —
 Put : one arm a - round my wife, the o - ther 'round my daugh - ter.
 Fare thee well my dar - ling girl, gol - den slip - pers on her.

GAME: Circle formation.

Identify children as *1's* or *2's*, or as *cookies and cream*, or simply give every other child a short string of yarn to hang around their neck— *collar kids* and *no collar kids*.

Verse 1: Circle left while holding hands: start on left foot, step-close, step-close, on beat.

Verse 2: Phrase 1—“collar kids,”(or cookies, or 1's): take 4 small steps into the center of the circle and grab hold of neighbor's hands by the word “stream.” This forms an inner circle.

Phrase 2— “no-collar kids” (or creams, or 2's): step forward and reach their hands between the shoulders and over the held hands of the inner circle. Join hands in front of the other children in the inner circle by the word “water.”

Phrase 3— “no-collar kids” (or creams, or 2's): lift joined hands over the heads of the other kids and rest them gently behind the backs of the others. (Remember, elbows do bend, and no one's arms should hurt or be twisted in any way. Stand up straight, lean back *very* slightly.)

Phrase 4— “collar kids” (or cookies, or 1's): lift their joined hands over the heads of the others, and gently rest them behind the backs of those kids. You have now have a woven bucket!

Verse 3: Phrase 1 and 2— While all hands are held in this bucket formation, the children sing the verse as they step-close to the left just like in the first verse.

Phrase 3— on “Fare thee well my darling girl” (second time), “collar kids” (or cookies or 1's): lift their hands back over the heads of the others, which releases the bucket.

Phrase 4— all let go of hands and step backward on the beat to form the original circle.

SINGING

Listen for the sound of *mi-re-do* on the last phrase. Sing the song and change the last three words to *mi, re, do* and use hand signs. Children love the nonsense of it. Write out the solfa syllables on the board. Have students sing the solfege while using hand signs. Start slowly, gradually working up to tempo. Write out the rhythm pattern of the song on the board. Have the children tap out the rhythm while singing, and then while using inner hearing. Sing it also in *ti's* and *ta's*.

PLAYING

Provide a melodic instrument with *mi-re-do* pitches. Sing the song and let the students play the last three pitches on the bells. Add ostinatos while singing or playing instruments.

CREATING

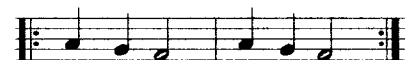
Create rhythmic or melodic ostinatos with older children.

LISTENING

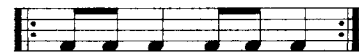
Identify each phrase as an A or B or C. How many phrases are the same, or different? How many times do you hear *mi-re-do*? Sing the entire song in *inner hearing*, and work as a team do the actions of the game to a strong silent beat.

CURRICULUM INTEGRATION – Geography, History, Science, Language arts.

Where is New Orleans? What does “old mill stream” mean? What is a mill? Why does this old mill need water? How does the water wheel of a mill work? How do grinding stones work? What does “Fare thee well” mean?



pump-kin pie, pump-kin pie
mi re do mi re do



Great big house, great big house

Great Big House